

**Arizona Biennial Report
for Services to Students
with Disabilities
1997-1999**

Submitted to the U.S. Department
of Education, Office of Special
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Arizona Department of Education

Arizona IDEA Biennial Performance Report 1997-1999

Performance Expectations

Arizona Goals and Performance Indicators for Students with Disabilities

The Arizona Department of Education, Exceptional Student Services (ESS) has established two performance goals through strategic planning and the IDEA implementation planning. Each goal has three performance indicators.

ESS Goal 1: Improve the educational achievement of students with disabilities as measured by:

- PI1: Percent of parents reporting their child is progressing satisfactorily toward IEP goals;
- PI2: Percent of IEP goals aligned with State Academic Standards
- PI3: Percent of students participating in statewide assessments, with or without adaptations. Note: this is a transitional PI that is designed to reflect progress toward the inclusion of all students in the statewide assessment system. The PI will be modified to reflect testing results once sufficient numbers of students with disabilities are participating in the testing system.

ESS Goal 2: Improve the school completion rates of students with disabilities as measured by:

- PI1: Graduation rate
- PI2: Dropout rate
- PI3: Suspension/expulsion rate.

Arizona Department of Education (ADE) Goals and Performance Indicators for All Students

In order to ensure that the goals for students with disabilities are aligned with the goals for all students within the State, the agency-wide goals are presented here for comparison.

ADE Goal 1: Advocate and support student achievement

- PI1: Percent of high school seniors meeting or exceeding state academic standards in Math and Language Arts
- PI2: Percent of students in grades 3,5, & 8 meeting or exceeding state academic standards in Math and Language Arts;
- PI3: Percent of students tested in grades 2-11 who perform at or above national norms on the Stanford 9;
- PI4: Percent of students assessed through alternate performance measures meeting or exceeding state academic standards in Math and Language Arts;
- PI5: Percent of students tested.

ADE Goal 2: Ensure curriculum and instruction are aligned to state academic standards

- PI1-6 Percent of schools verifying alignment of curriculum and instruction to state standards in various areas.

ADE Goal 3: Develop and implement a system to ensure maximum academic and financial accountability.

ADE Goal 4: Communicate critical information to the public.

ADE Goal 5: Improve the efficiency of the Department operations for quality customer service.

ADE goals 1 and 2 align directly with the goals for ESS. ADE goals 3-5 impact the ESS operating procedures and mission critical functions but do not address the IDEA performance goals.

Performance Results

ESS Goal 1

Performance Indicator 1: Improve the educational achievement of students with disabilities as measured by the percent of parents reporting their child is progressing satisfactorily toward IEP goals.

The data for this indicator are in the process of being collected through sampling during the special education monitoring process for local education agencies. The performance indicator was established in January 1998 during Arizona's IDEA Implementation planning process and LEAs were alerted to the inclusion of the indicator in the monitoring process in August 1998. Data collection on this indicator became a part of the monitoring performance indicator requirements in August 1999 and data will be available on this indicator in July 2000.

Performance Indicator 2: Improve the educational achievement of students with disabilities as measured by the percent of IEP goals aligned with State Academic Standards.

The data for this indicator are collected through sampling during the special education monitoring process for local education agencies. The responses for SY 98-99 indicate that **64.9% of IEP goals** were aligned with state standards.

These data should be viewed with caution as the criteria for judging "alignment" is evolving and monitoring results varied considerably from team to team. ADE/ESS staff continue to work together to resolve this data collection issue.

Performance Indicator 3: Improve the educational achievement of students with disabilities as measured by the percent of students participating in statewide assessments, with or without adaptations.

The data for this indicator came from two sources. The first set was gathered from the coding on answer sheets for the Stanford 9 Achievement Test – Spring 1999 at grades 2-11. The second set came from the coding on answer sheets for the high school level of the Arizona Instrument to Measure Standards (AIMS) – Spring 1999. The high school level of the AIMS was the only level administered during SY 1998-1999. Grades 3,5, & 8 will be administered for the first time in the spring, 2000. An alternate assessment will be administered for the first time in the spring, 2001. Participation rates are reported in Table 1.

Table 1: Participation rates for students with disabilities (SWD) in statewide tests

Statewide Test	Number SWD taking test	Approximate % of special education population
Stanford 9: Ages 9-17	45,072	68.5%
AIMS: High School Level	1,454	43%

Arizona has not yet set performance indicators for students with disabilities based on assessment outcomes, however the following results are reported in order to establish a baseline for subsequent analysis.

Stanford 9 Scores Disaggregated by Special Education Status and Testing Conditions: Spring 1999 Administration

Tables 2 through 4 report the performance of students with and without disabilities aggregated and disaggregated on the Stanford 9. "Standard Conditions" refers to the manner in which the test was administered. Standard conditions may include minor adaptations that do not significantly deviate from the standardized administration of the test. All scores are reported as an average Normal Curve Equivalency (NCE). The number of students comprising the measure is also provided for each average NCE score.

Table 2: Stanford 9 Math Scores

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non-Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	48.64	59465	49.69	57224	22.00	2241	26.99	3321
3	47.85	59748	49.01	57091	22.80	2657	28.08	3732
4	50.50	58647	51.86	55659	25.07	2988	27.68	3383
5	50.60	60326	51.88	57277	26.52	3049	24.77	2988
6	53.52	58967	54.71	56117	29.99	2850	27.45	2422
7	50.59	59612	51.52	57115	29.30	2497	26.59	1956
8	50.31	57567	51.14	55214	30.80	2353	26.63	1670
9	51.98	56438	52.64	54611	32.46	1827	31.65	1281
10	47.98	49806	48.47	48437	30.45	1369	29.12	916
11	48.92	41316	49.40	40350	28.75	966	29.03	608

Table 3: Stanford 9 Reading Scores

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non-Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	46.03	58844	46.74	57144	22.03	1700	27.86	3862
3	46.52	59337	47.55	57044	20.89	2293	26.89	4096
4	49.27	58271	50.62	55615	21.12	2656	26.55	3715
5	48.39	60049	49.59	57262	23.81	2787	24.33	3250
6	49.92	58846	51.11	56103	25.57	2743	25.32	2529
7	49.37	59480	50.36	57084	25.57	2396	23.23	2057
8	50.31	57731	51.20	55474	28.63	2257	23.54	1766
9	43.99	56474	44.69	54626	23.28	1848	21.20	1260
10	43.93	49870	44.58	48489	21.23	1381	18.62	904
11	44.60	41340	45.17	40366	20.99	974	19.02	600

Table 4: Stanford 9 Language Arts Scores

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non- Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	43.41	58973	44.10	57185	21.45	1788	25.61	3774
3	49.03	59314	50.03	57045	23.92	2269	31.22	4120
4	47.9	58178	49.04	55620	23.12	2558	28.97	3813
5	45.48	59942	46.66	57251	20.47	2691	21.65	3346
6	45.43	58703	46.60	56122	20.03	2581	19.47	2691
7	50.3	59444	51.47	57097	21.78	2347	19.60	2106
8	47.72	57673	48.77	55451	21.64	2222	17.50	1801
9	42.75	56397	43.49	54613	20.12	1784	18.46	1324
10	45.12	49847	45.79	48485	21.12	1362	19.15	923
11	43.78	41331	44.34	40373	20.49	958	19.19	616

The results of students with disabilities on the Stanford 9 tests are reported on the ADE website at www.ade.state.az.us/programs/foundations/ssa along with all other testing results for the state. The press release alerting the media to the performance of students with disabilities is included in an attachment to the biennial report.

High School AIMS Scores: Spring 1999 Administration

Tables 5, 6, and 7 report the results of the AIMS test for students with and without disabilities.

Table 5: Math - Percent of Students Scoring at Each Benchmark

	No. of Students	Falls Far Below Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Regular Education	43012	79%	9%	12%	0%
Special Education/ 504	1222	97%	2%	1%	0%

Table 6: Reading - Percent of Students Scoring at Each Benchmark

	No. of Students	Falls Far Below Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Regular Education	45355	17%	21%	48%	15%
Special Education/ 504	1459	59%	23%	15%	3%

Table 7: Writing - Percent of Students Scoring at Each Benchmark

	No. of Students	Falls Far Below Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
Regular Education	45304	19%	51%	30%	1%
Special Education/ 504	1454	66%	31%	3%	0%

Goal 2

Performance Indicator 1: Improve the school completion rates of students with disabilities as measured by the graduation rate.

The data reported in Table 8 were collected from the annual OSEP exiting tables. The information is somewhat soft, as Arizona does not currently have a student-level data base system at the state level and graduation rate is difficult to establish.

Table 8: Completion rates for students with disabilities (SWD) aged 18-22.

	SY 97-98 # SWD aged 18-22	SY 97- 98 # SWD who received diplomas	SY 97-98 SWD graduation rate	SY 98-99 # SWD aged 18-22	SY 98-99 # SWD who received diplomas	SY 98-99 SWD graduation rate
Total number of students in reporting LEAs	2405	1246	52%	3515	1791	51%

Performance Indicator 2: Improve the school completion rates of students with disabilities as measured by the dropout rate.

Arizona has over 550 school districts and charter schools operating under open enrollment. During FY 98 and FY 99, there was no accurate way to determine when a student left an LEA if that student re-enrolled in another LEA or dropped out. Therefore, the ESS is reporting the total number and percent of students who are known to have “dropped out” AND the total number of students whose status is either “dropped out” or “unknown”.

Tables 9 and 10 indicate the dropout rates for students with disabilities, aged 14-22 compared with the total population grades 7-12 in SY 97-98 and SY 98-99.

Table 9: Comparison of dropout rates SY 97-98 for students with disabilities (SWD) aged 14-22 and students without disabilities grades 7-12

	Total # of SWD aged 14-22	# SWD dropout count	SWD unknown status	SWD dropout rate	Total # of students with/without disabilities	Total # of dropouts with/without disabilities	Dropout rate with/without disabilities
“Dropped out” rates alone	17,802	1,061		5.96%			
“Dropped out” & “Unknown” rates	17,802	1,061	394	8.17%	345,477	24,210	7.01%

SY 97-98, 77.3% of the LEAs responded to the request for exiting data for students with disabilities. The ESS data collection unit is in the process of revising procedures to ensure 100% participation in this data collection process.

In SY 97-98, the students with disabilities dropout rate was 8.17% and the general population dropout rate was 7.01% for the same schools. However, if the “unknown” students with disabilities are removed from the calculation, the students with disabilities dropout rate is 5.96%, slightly better than the statewide rate for all students.

Table 10: Comparison of dropout rates SY 98-99 for students with disabilities (SWD) aged 14-22 and students without disabilities grades 7-12

	Total # of SWD aged 14-22	# SWD dropout count	SWD unknown status	SWD dropout rate	Total # of students with/without disabilities	Total # of dropouts with/without disabilities	Dropout rate with/without disabilities
"Dropped out" rates alone	22,007	1,353		6.15%			
"Dropped out" & "Unknown" rates	2,007	1,353	891	10.20%	403,704	27,306	6.76%

In SY 98-99, 85% of the all LEA responded to the request for exiting data of students with disabilities. This shows a significant increase from the 1997-1998 exiting data submissions. Arizona's Exceptional Student Service's data collection unit will continue to revise procedures to ensure 100% participation in this data collection process.

SY 98-99 students with disabilities dropout rate was 10.20%; the general population dropout rate was 6.76% for the same schools. However, if the "unknown" students with disabilities are removed from the calculation, the students with disabilities dropout rate is 6.15%, again slightly below the general dropout rate for all students.

Performance Indicator 3: Improve the school completion rates of students with disabilities as measured by suspension/expulsion rates.

77% of the LEAs reported long-term suspension data for SY 98-99. As stated with the dropout data, procedures are being revised to ensure 100% participation in this collection process. In order to determine any significant discrepancies among LEAs, z-scores were calculated for each LEA. A mean of 0 and a standard deviation of 1 were used to determine significant discrepancies. The purpose of the standardization was to place data on the same scale to allow for comparison among large and small LEAs in the analysis. Table 11 reports the number of districts falling within each standard deviation from the mean.

Table 11: Variance of LEAs on long-term suspension rates

	Within 1 SD of mean	+1-2 SD from the mean	+2-3 SD from the mean	>+3 SD from the mean
Number of LEAs	245	4	1	3

Of the LEAs within 1 SD of the mean, 206 reported no long term suspensions or expulsions at all. The 3 LEAs that exceeded 3 SD are small school districts reporting 1, 3, and 1 long-term suspension respectively. The ESS will be sharing the information with each LEA and using the data to analyze trends over time.

Table 12 indicates the percentage of students with disabilities by ethnicity who received a long-term suspension or expulsion. With the exception of American Indians, there is no disproportionality between the percentage in the total population of students with disabilities (SWD) and the suspension rates by ethnicity. An analysis of the incidence rate among American Indian students indicates that four school districts were responsible for 70% of the total number of long-term suspensions/expulsions in this population.

Table 12: Rate of long-term suspension/expulsion by ethnicity

	American Indian	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White
# of SWD Long-term suspension or expulsion	47	2	14	74	89
%of SWD long-term suspension or expulsion	20.80%	0.88%	6.19%	32.74%	39.38%
% of SWD statewide 12/1/98	8.09%	.084%	5.50%	30.44	55.13%

The following is a breakdown of each of the four districts' percentage of their population of students with disabilities who are American Indian and z-score for long-term suspension/expulsion for the total special education population.

Two of the districts have long-term suspension/expulsion rates within 1 SD of the statewide mean and have over 75% of their population made up of American Indians. Therefore, there is no evidence of disproportionality of American Indian students with disabilities being long-term suspended or expelled in these districts.

The other two districts have long-term suspension/expulsion rates between 1 and 2 SD above the mean for all students with disabilities. In one district, American Indian students make up 100% of the school population. Therefore, while the rate of suspension is marginally high, there is no disproportionality by ethnicity. In the last district, American Indian students make up only 14% of the students with disabilities but account for 50% of the long-term suspended or expelled students with disabilities. The ADE/ESS specialist assigned to this district will work with the district to determine if there is an inappropriate use of long-term suspension/expulsion for American Indian students with disabilities.

U.S. Department of Education Required Information

Disproportionality Based on Ethnicity

The State of Arizona performs very well in servicing children with disabilities of all ethnic backgrounds equally. The data provided in the following tables show little disproportionality by race in identification, classification, or placement.

The trends between SY 1997-1998 and SY 1998-1999 are very similar in the identification of students with disability by ethnicity. The following charts illustrate the percentages of special education students compared to the percentage of all students by ethnicity in SY 97-98 and SY 98-99. With the exception of the low incidence rate among Asian or Pacific Islanders, the percentage of students with disabilities within each ethnic group is relatively close to the statewide average.

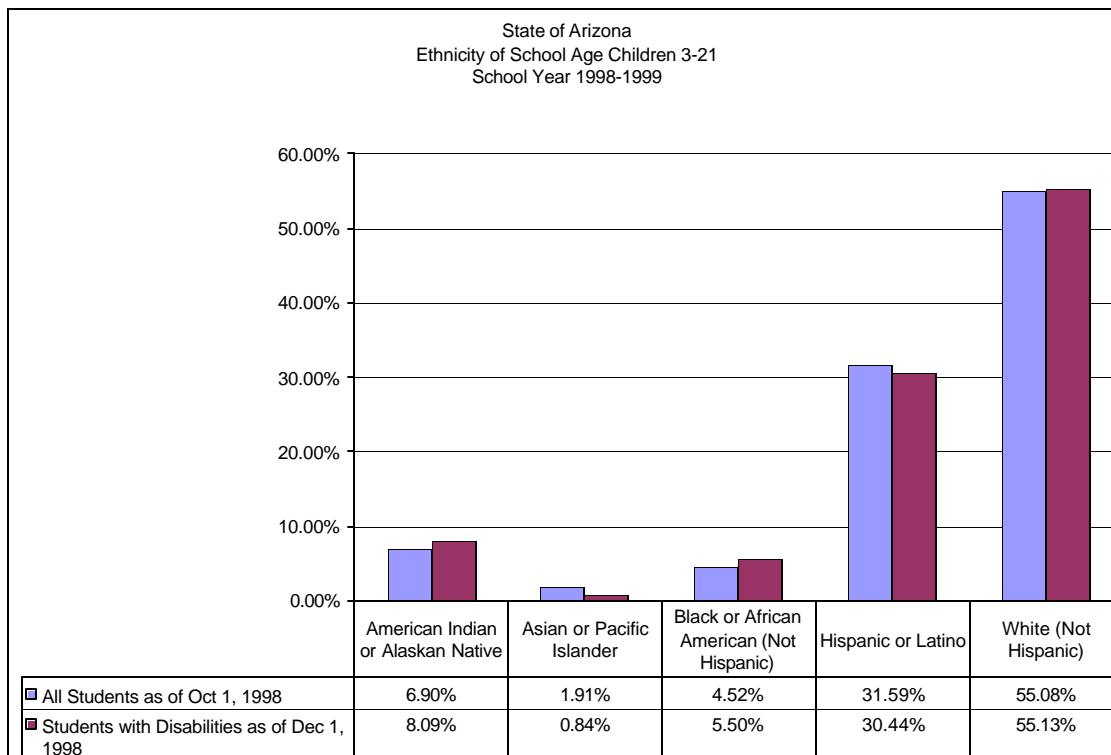
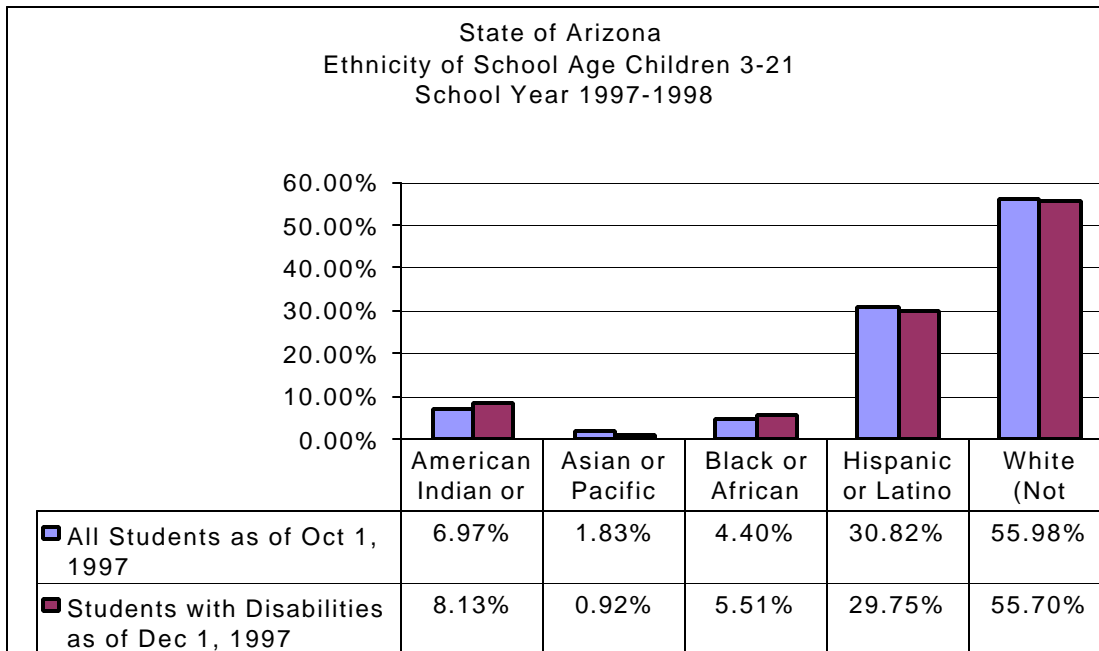


Table 13 indicates the identification rate of special education students within each ethnic category as well as the statewide total identification rate. This information will serve as Arizona's baseline data for further statewide analysis over the next two years.

Table 13: SY 1997-1999 Ethnicity of Students 3-21

Description	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic or Latino		White (Not Hispanic)		Total	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	97-98	98-99
Number of students	58,445	56,819	16,169	14,904	38,268	35,906	267,469	251,326	466,415	456,535	815,490	846,766
Number of SWD	7,165	6,813	740	771	4,869	4,614	26,946	24,935	48,793	46,680	83,813	88,513
% of SWD 3-21	12.26%	11.99%	4.58%	5.17%	12.72%	12.85%	10.07%	9.92%	10.46%	10.22%	10.28%	10.45%

Identification by Category by Ethnicity

Tables 14 and 15 describe the identification by specific disability by ethnicity. Table 14 reports information for preschool. The variability within disability groups by ethnicity from 1997-1999 precludes drawing any substantive conclusions. The small numbers of students in some disability groups create too great a shift in percentage with very little movement in actual numbers. Additional data points over time will allow further analysis.

Table 14: SY 1997-1999 Preschool students by disability by ethnicity

Disability	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic or Latino		White (Not Hispanic)		Total	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98
Hearing Impairment	11	9	2	0	4	10	37	47	65	54	119	120
% of Hearing Impairment	2.58%	2.13%	2.74%	0.00%	1.37%	3.47%	2.00%	2.80%	1.93%	1.66%	1.98%	2.10%
Visual Impairment	5	2	3	2	10	5	38	28	56	65	112	102
% of Visual Impairment	1.17%	0.47%	4.11%	3.70%	3.42%	1.74%	2.06%	1.67%	1.66%	1.99%	1.86%	1.79%
Preschool Speech/Language Delay	238	226	25	22	117	111	791	764	1,531	1,516	2,702	2,639
% of Preschool Speech/Language Delay	55.87%	53.55%	34.25%	40.74%	40.07%	38.54%	42.78%	45.45%	45.38%	46.50%	44.93%	46.26%
Preschool-Moderate Delay	125	129	24	16	98	109	632	551	1,082	1,052	1,961	1,857
% of Preschool-Moderate Delay	29.34%	30.57%	32.88%	29.63%	33.56%	37.85%	34.18%	32.78%	32.07%	32.27%	32.61%	32.55%
Preschool-Severe Delay	47	56	19	14	63	53	351	291	640	573	1,120	987
% of Preschool-Severe Delay	11.03%	13.27%	26.03%	25.93%	21.58%	18.40%	18.98%	17.31%	18.97%	17.58%	18.62%	17.30%
Preschool Ethnicity Total	426	422	73	54	292	288	1,849	1,681	3,374	3,260	6,014	5705

Table 15 captures the same information for students in kindergarten through high school.

Table15: SY 1997-1999 K-12 students with disabilities by ethnicity

Disability	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African American		Hispanic or Latino		White (Not Hispanic)		Total	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98
Mental Retardation	582	574	75	81	600	579	2,654	2,504	3,116	2,972	7,027	6710
% of Mental Retardation	8.64%	8.98%	11.24%	11.30%	13.11%	13.38%	10.57%	10.77%	6.86%	6.84%	8.52%	8.59%
Hearing Impairment	137	118	33	35	75	64	523	476	717	719	1,485	1,412
% of Hearing Impairment	2.03%	1.85%	4.95%	4.88%	1.64%	1.48%	2.08%	2.05%	1.58%	1.66%	1.80%	1.81%
Speech/Language Impairment	1,017	966	187	164	692	664	4,563	4,407	9,805	9,523	16,273	15,724
% of Speech/Language Impairment	15.09%	15.12%	28.04%	22.87%	15.12%	15.35%	18.18%	18.95%	21.59%	21.93%	19.72%	20.13%
Visual Impairment	75	68	5	7	22	21	151	137	348	310	601	543
% of Visual Impairment	1.11%	1.06%	0.75%	0.49%	0.48%	0.41%	0.60%	0.59%	0.77%	0.17%	0.73%	0.70%
Emotional Disability	277	242	30	36	414	412	851	801	3,790	3,612	5,362	5,103
% of Emotional Disability	4.11%	3.79%	4.50%	5.02%	9.05%	9.52%	3.39%	3.44%	8.34%	8.32%	6.50%	6.53%
Other Health Impairment	49	47	12	13	73	44	218	174	851	707	1,203	985
% of Other Health Impairment	0.73%	1.81%	1.80%	1.02%	1.59%	1.02%	0.87%	0.75%	1.87%	1.63%	1.46%	1.26%
Orthopedic Impairment	82	61	23	20	48	58	294	306	641	631	1,088	1,076
% of Orthopedic Impairment	1.22%	0.95%	3.45%	2.79%	1.05%	1.34%	1.17%	1.32%	1.41%	1.45%	1.32%	1.38%
Specific Learning Disability	4,307	4,098	257	317	2,525	2,387	15,258	13,902	24,696	23,628	47,043	44,322
% of Specific Learning Disability	63.91%	64.12%	38.53%	44.21%	55.17%	55.18%	60.80%	59.78%	54.37%	54.42%	57.01%	56.75%
Deaf-Blindness	15		1		3		15		32		66	
% of Deaf-Blindness	0.22%		0.15%		0.07%		0.06%		0.07%		0.08%	
Multiple Disabilities	169	180	22	24	61	54	406	418	827	837	1,490	1,513
% of Multiple Disabilities	2.51%	2.82%	3.30%	3.35%	1.33%	1.25%	1.62%	1.80%	1.82%	1.93%	1.81%	1.94%
Autism	21	19	21	19	56	40	147	115	561	442	806	643
% of Autism	0.31%	0.42%	3.15%	2.65%	1.22%	0.92%	0.59%	0.49%	1.24%	1.02%	0.98%	0.83%
Traumatic Brain Injury	8	1	1	1	8	3	17	14	35	39	69	67
% of Traumatic Brain Injury	0.12%	0.16%	0.15%	0.14%	0.17%	0.07%	0.07%	0.06%	0.08%	0.09%	0.08%	0.09%
K-12 Ethnicity Total	6,739	717	667	717	4,577	4,326	25,097	23,254	45,419	43,420	82,513	78,098

Placement by Ethnicity

The majority of Arizona's preschool children with disabilities are served in one of three settings – the early childhood classroom, a special education classroom for preschool children, or a part-time or reverse mainstream preschool classroom. Table 16 illustrates the number and percentage in each service delivery model. American Indian children are served in an early childhood setting more frequently than are other children. This is a result of statewide efforts to build liaisons between school districts and tribal Head Start programs.

Table16: SY 1997-1999 Placement of preschool students by ethnicity

Educational Setting	American Indian or Alaskan Native		Asian or Pacific Islander		Black or African Amer.		Hispanic or Latino		White (Not Hispanic)		Total	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98
Early Childhood (EC) Setting	186	193	5	4	51	70	441	512	377	422	1,060	1,210
% of EC Setting	43.66%	45.73%	6.85%	7.41%	17.47%	24.31%	23.85%	30.46%	11.17%	12.94%	17.63%	21.05%
EC Special Education Setting	104	95	35	16	127	119	649	573	1,174	1,030	2,089	1,833
% of EC Special Education Setting	24.41%	22.51%	47.95%	29.63%	43.49%	41.32%	35.10%	34.09%	34.80%	31.60%	34.74%	32.13%
Home at least 360 minutes per week	2	4	0	0	0	0	2	7	16	14	20	25
% of Home at least 360 minutes per week	0.47%	0.95%	0.00%	0.00%	0.00%	0.00%	0.11%	0.42%	0.47%	0.43%	0.33%	0.44%
Part-time EC/Part-time Special Education Or Reverse Mainstream Setting	121	114	23	27	100	88	670	497	1,483	1,483	2,397	2,209
% of Part-time EC/Part-time Special Education Or Reverse Mainstream Setting	28.40%	27.01%	31.51%	50.00%	34.25%	30.56%	36.24%	29.57%	43.95%	45.49%	39.86%	38.72%
Private School Enrolled by parents. Basic education is paid through private resources	2	0	7	5	5	1	14	22	238	217	266	245
% of Private School Enrolled by parents.	0.47%	0.00%	9.59%	9.26%	1.71%	0.35%	0.76%	1.31%	7.05%	6.66%	4.42%	4.29%
Private Separate Day School at public expense >50% of the school day	9	11	1	2	0	0	18	18	36	34	64	65
% of Private Separate Day School at public expense >50% of the school day	2.11%	2.61%	1.37%	3.70%	0.00%	0.00%	0.97%	1.07%	1.07%	1.04%	1.06%	1.14%
Public Residential Facility >50% of the school day	2	1	2	0	7	8	37	43	42	34	90	86
% of Public Residential Facility >50% of the school day	0.47%	0.24%	2.74%	0.00%	2.40%	2.78%	2.00%	2.56%	1.24%	1.04%	1.50%	1.51%
Public Separate Day School for > 50% of the school day	0	1	0	0	2	0	10	3	5	7	17	11
% of Public Separate Day School for > 50% of the school day	0.00%	0.24%	0.00%	0.00%	0.68%	0.00%	0.54%	0.18%	0.15%	0.21%	0.28%	0.19%
Service at any other location for less tan 360 minutes per week	0	3	0	0	0	2	8	6	3	19	11	30
% of Service at any other location for less tan 360 minutes per week	0.00%	0.71%	0.00%	0.00%	0.00%	0.69%	0.43%	0.36%	0.09%	0.58%	0.18%	0.53%

The education setting for students in kindergarten through high school has less variability, however additional analysis may reveal some disproportionality in placement based on ethnicity. This analysis will be undertaken in SY 00-01 with the assistance of the ADE research department. Table 17 indicates the baseline for this study.

Table 17: SY 1997-1999 Placement of K-12 students by ethnicity

<i>Educational Setting</i>	<i>American Indian or Alaskan Native</i>		<i>Asian or Pacific Islander</i>		<i>Black or African American</i>		<i>Hispanic or Latino</i>		<i>White (Not Hispanic)</i>		<i>Total</i>	
	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98
Outside Reg. < 21%	3,017	2,853	342	334	1,774	1,577	11,166	10,222	23,067	21,889	39,366	36,875
Percent of Outside Reg. < 21%	44.77%	44.64%	51.27%	46.58%	38.76%	36.45%	44.49%	43.96%	50.79%	50.41%	47.72%	47.21%
Outside Reg. > 21% < 60%	2,625	2,500	174	170	1,544	1,516	8,608	8,134	13,580	13,229	26,531	25,549
Percent of Outside Reg. > 21% < 60%	38.95%	39.12%	26.09%	23.71%	33.73%	35.04%	34.30%	34.98%	29.90%	30.47%	32.16%	32.71%
Outside Reg. > 60%	911	880	129	176	1,062	1,029	4,660	4,279	7,501	7,089	14,263	13,453
Percent of Outside Reg. > 60%	13.52%	13.77%	19.34%	24.55%	23.20%	23.79%	18.57%	18.40%	16.52%	16.33%	17.29%	17.22%
Public Separate Day >50%	53	31	7	15	81	84	229	203	400	339	770	672
Percent of Public Separate Day >50%	0.79%	0.49%	1.05%	2.09%	1.77%	1.94%	0.91%	0.87%	0.88%	0.78%	0.93%	0.86%
Private Separate Day at public expense >50%	48	45	4	6	65	63	158	139	470	445	745	698
Percent of Private Separate Day at public expense >50%	0.71%	0.70%	0.60%	0.84%	1.42%	1.46%	0.63%	0.60%	1.03%	1.02%	0.90%	0.89%
Public Institutional Facility >50%	53	62	11	14	31	29	215	215	234	249	544	569
Percent of Public Institutional Facility >50%	0.79%	0.97%	1.65%	1.95%	0.68%	0.67%	0.86%	0.92%	0.52%	0.57%	0.66%	0.73%
Private Residential Facility not Voucher	13	10	0	2	10	19	16	21	48	63	87	115
Percent of Private Residential Facility not Voucher	0.19%	0.16%	0.00%	0.28%	0.22%	0.44%	0.06%	0.09%	0.11%	0.15%	0.11%	0.15%
Home/Hospital Program	19	10	0	0	10	9	45	41	119	117	193	177
Percent of Home/Hospital Program	0.28%	0.16%	0.00%	0.00%	0.22%	0.21%	0.18%	0.18%	0.26%	0.27%	0.23%	0.23%
K-12 Ethnicity Total	6,739	6,391	667	717	4,577	4,326	25,097	23,254	45,419	43,420	82,499	78,108

Activities and Expenditure Report

The federal allocation to Arizona from the Individuals with Disabilities Education Act is expended according to the statutory formula. At least 75% of the funds are made available to local education agencies (LEA) through an entitlement grant. The remaining portion of each year's allocation is divided between capacity building grants to the LEAs and state-level activities designed to improve services to students with disabilities and administration at the state level.

Program Development

Activity	7/1/97 – 6/30/98	7/1/98 – 6/30/99	7/1/99 – 9/30/99	7/97 – 9/99
Search to Serve	59,765.18	60,855.10	12,798.63	133,418.91
Support Administration	71,514.15	89,725.80	8,014.98	169,254.93
Transition Technical Assistance	177,200.54	138,410.05	-58,749.71	256,860.88
Assistive Technology Training and Technical Assistance	314,521.47	106,124.35	19,974.50	440,620.32
Parent Information Network	152,569.01	169,501.81	51,887.39	373,958.21
Complaint Investigation	96,995.63	62,289.73	14,703.11	173,988.47
Compliance Data Analysis	000	70,331.40	-579.39	69,752.01
Mediation	000	2,186.67	178.02	2,364.69
Monitoring Contracts	000	14,298.63	9,794.19	24,092.82
Teacher Recruitment	000	5,609.09	88.90	5,697.99
State Improvement Plan Development	000	601.52	62,662.27	63,263.79
Surrogate Parent Training	000	288.52	0	288.52
Preschool (619) Set Aside	139,869.92	115,637.30	25,661.09	281,168.31
Total	\$1,012,435.90	835,859.97	146,433.98	1,994,729.85

Administration

Activity	7/1/97 – 6/30/98	7/1/98 – 6/30/99	7/1/99 – 9/30/99	7/97 – 9/99
IDEA 5% Administration	1,509,115.92	1,483,297.77	306,630.11	3,299,043.80
Preschool (619) 5% Administration	110,566.25	131,698.17	19,358.71	261,623.13
Total	1,619,682.17	1,614,995.94	325,988.82	3,560,666.93

Assistance to Schools

Activity	7/1/97 – 6/30/98	7/1/98 – 6/30/99	7/1/99 – 9/30/99	7/97 – 9/99
IDEA Entitlement	30,428,270.02	42,313,167.90	15,809,983.10	88,551,421.02
Preschool (619) Entitlement	6,086,181.16	4,454,882.89	1,538,695.34	12,079,759.39
Discretionary Assistance	536,070.14	342,000.47	162,886.05	1,040,956.66
Capacity Building Grants	0	339,980.67	240,075.82	580,056.49
Total	37,050,521.32	47,450,031.93	17,751,640.31	102,252,193.56

Miscellaneous Activities

Activity	7/1/97 – 6/30/98	7/1/98 – 6/30/99	7/1/99 – 9/30/99	7/97 – 9/99
Evaluation Project	0	316,115.84	0	316,115.84
Preschool Discretionary	0	0	892.43	892.43
Total	0	316,115.84	892.43	317,008.27

Summary

Activity	7/1/97 – 6/30/98	7/1/98 – 6/30/99	7/1/99 – 9/30/99	7/97 – 9/99
Program Development	1,012,435.90	835,859.97	146,433.98	1,994,729.85
Administration	1,619,682.17	1,614,995.94	325,988.82	3,560,666.93
Assistance to Schools	37,050,521.32	47,450,031.93	17,751,640.31	102,252,193.56
Miscellaneous	0	316,115.84	892.43	317,008.27
Total	39,682,639.39	50,217,003.68	18,224,955.54	108,124,598.61

This biennial report is submitted to the Office of Special Education Programs by the Arizona Department of Education, Exceptional Student Services on January 31, 2000.

ATTACHMENT

Lisa Graham Keegan
Superintendent

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ARIZONA DEPARTMENT OF EDUCATION

FOR IMMEDIATE RELEASE: January 26, 2000

CONTACT: Patricia Likens, Director of Public Information, (602) 542-5072

Arizona Department of Education to release data on special education students

(Phoenix, Ariz.) The Arizona Department of Education released data today on how students with disabilities performed on the Stanford 9 test administered in the spring of 1999. The data, distributed by the Department's School and Student Accountability and Exceptional Student Services units, compares several groups of students who took the test in reading, writing and mathematics.

The study, which is in its first year, will be sent to the Office of Special Education Programs at the U.S. Department of Education as required by the Individuals with Disabilities Education Act. Scores were compiled by grade (2nd through 11th) in the following four categories: all students who took the test under standard conditions (including regular education students and students with disabilities); regular education students only, students with disabilities who took the test under standard conditions (no accommodations) and students with disabilities who took the test with approved adaptations.

"This year's data will be our baseline," said Lynn Busenbark, Program Support Manager of Exceptional Student Services. "We will have the opportunity to keep track of the scores over time to ensure special education students are making progress."

The chart is attached to this press release, and may also be found at www.ade.state.az.us/programs/foundations/ssa

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**Stanford 9 Scores, Disaggregated by Special Education Status and Testing Conditions
Spring 1999 Administration**

“Standard Conditions” refers to the manner in which the test was administered. Standard conditions may include minor adaptations that do not significantly deviate from the standardized administration of the test. All scores are reported as an average Normal Curve Equivalency (NCE). The number of students comprising the measure is also provided for each average NCE score.

Table 1: Math

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non-Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	48.64	59465	49.69	57224	22.00	2241	26.99	3321
3	47.85	59748	49.01	57091	22.80	2657	28.08	3732
4	50.50	58647	51.86	55659	25.07	2988	27.68	3383
5	50.60	60326	51.88	57277	26.52	3049	24.77	2988
6	53.52	58967	54.71	56117	29.99	2850	27.45	2422
7	50.59	59612	51.52	57115	29.30	2497	26.59	1956
8	50.31	57567	51.14	55214	30.80	2353	26.63	1670
9	51.98	56438	52.64	54611	32.46	1827	31.65	1281
10	47.98	49806	48.47	48437	30.45	1369	29.12	916
11	48.92	41316	49.40	40350	28.75	966	29.03	608

Table 2: Reading

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non-Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	46.03	58844	46.74	57144	22.03	1700	27.86	3862
3	46.52	59337	47.55	57044	20.89	2293	26.89	4096
4	49.27	58271	50.62	55615	21.12	2656	26.55	3715
5	48.39	60049	49.59	57262	23.81	2787	24.33	3250
6	49.92	58846	51.11	56103	25.57	2743	25.32	2529
7	49.37	59480	50.36	57084	25.57	2396	23.23	2057
8	50.31	57731	51.20	55474	28.63	2257	23.54	1766
9	43.99	56474	44.69	54626	23.28	1848	21.20	1260
10	43.93	49870	44.58	48489	21.23	1381	18.62	904
11	44.60	41340	45.17	40366	20.99	974	19.02	600

Table 3: Language Arts

Grade	All Students: Standard Conditions		Regular Education: Standard Conditions		Special Education: Standard Conditions		Special Education: Non-Standard Conditions	
	Score	Number	Score	Number	Score	Number	Score	Number
2	43.41	58973	44.10	57185	21.45	1788	25.61	3774
3	49.03	59314	50.03	57045	23.92	2269	31.22	4120
4	47.9	58178	49.04	55620	23.12	2558	28.97	3813
5	45.48	59942	46.66	57251	20.47	2691	21.65	3346
6	45.43	58703	46.60	56122	20.03	2581	19.47	2691
7	50.3	59444	51.47	57097	21.78	2347	19.60	2106
8	47.72	57673	48.77	55451	21.64	2222	17.50	1801
9	42.75	56397	43.49	54613	20.12	1784	18.46	1324
10	45.12	49847	45.79	48485	21.12	1362	19.15	923
11	43.78	41331	44.34	40373	20.49	958	19.19	616